A Report of an Internship in Western Michigan University Para-School Learning Center Kalamazoo, Michigan

Providentia Pollard
Western Michigan University

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A REPORT OF AN INTERNSHIP
IN WESTERN MICHIGAN UNIVERSITY
PARA-SCHOOL LEARNING CENTER
KALAMAZOO, MICHIGAN

by

Sister Providentia Pollard

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1973
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KALAMAZOO, MICHIGAN.

Western Michigan University, Ed.S., 1973
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CHAPTER I

INTRODUCTION

Details of the Assignment

The WMU Para-School Learning Center, a Community Service Organization in Kalamazoo, Michigan, provided me with a nine-week experience from January 8 – March 9, 1973. The organization supervisor and coordinator was the Director of WMU Para-School Learning Center, Dr. Charles C. Warfield, Associate Professor, Department of Educational Leadership at Western Michigan University. Overall supervision of my internship was under Dr. James Davenport, Coordinator of Internships, Department of Educational Leadership at Western Michigan University.

The Learning Center attempts to relate to students, youth, parents, and the entire school community in the areas of:

1. Community Information Programs
2. Home-Focused Programs
3. Cultural Enrichment Activities
4. Inter-racial Educational Enrichment Programs
5. Career Orientation Activities
6. Dropout Prevention Programs
7. Supplemental Remedial Services

At various times, I worked with Mrs. Ozie Harbin, Assistant Director, Mr. Jeff Howe, Business Manager, Mrs. Bertha McNeal, Supervisor, Miss Sally Sturtevant, Coordinator of the Tutoring Program,
staff personnel, tutors, clients, representatives from other human service agencies, the Kalamazoo Public Schools and local civic and political leaders.

Rationale for Selection

In an attempt to become better acquainted with the initiating, planning, establishment and directorship of a community service organization, I explored the possibility of an internship as a learning experience rather than doing the customary project writing to complete my degree requirements.

I chose this method because, I felt that actual participation in the organizational and administrative processes of such an organization would be instructional and beneficial. It was hoped that I would gain more insight by intensively delving into these specific areas as they relate to the role of director of a community service program.

Direct contact with and involvement in the administrative, organizational and planning stages of the Learning Center afforded me with new and exciting experiences.

Working with the director, his staff, clients, community groups, and leaders, both civic and political introduced me to new, broader avenues and levels of leadership performance. The experience exposed me to the birth, "growing pains," the "ups and downs," and inner-workings of a human service organization.

In reviewing the very limited literature on the subject of
administrative internships, I found some very sound, logical reasoning for an internship program. One author stated that the internships were adapted from the practices of other professions. Ferreira said, "...it is hoped that he (the intern) will gain more insight by intensively delving into specified, but limited areas of total responsibility."¹

One reason for selecting this particular internship was my interest and concern in being of service to people by relating to their needs.

After having rendered over thirty-three years of service as an educator in parochial elementary and secondary schools, I want to continue to be of service to people in a setting other than that of the daily classroom. Thus, my consideration of a second career is drawn to a community service organization.

My graduate adviser suggested that I contact Dr. Charles C. Warfield, Associate Professor, Department of Educational Leadership, who was in the process of organizing and establishing a project that might offer me some experiences.

It was through this recommendation that I became associated with WMU Para-School Learning Center, a Community-Group Project which was set up to provide resources and manpower necessary in the community to support the efforts of the Local Education Agency (LEA), Kalamazoo Public School System in aiding school children and their parents in

overcoming the educational and social disadvantages of minority and economic-group isolation.

In summation, regarding my decision for the internship method, I concur with Reed's statement, "The interaction which emanates from such an arrangement can advance the professional growth of all concerned and hopefully lead to the preparation of future administrators more able to cope with the challenges which await them."²

CHAPTER II

ACHIEVEMENT OF GOALS

In arranging my internship program, I established a number of skill goals enumerated in the proposal found in Appendix A of this paper. On the basis of my nine-week experience as an intern, I believe, I reached at least part of those goals.

A large portion of my time at the Learning Center was spent observing the day to day situations as they occurred. At times, I worked with the director or his designated substitute in a "doing" role. At other times, I was turned loose on a project with a minimum amount of help and supervision from the director or worked with different members on the staff, with tutors, and/or with clients or representatives from other agencies.

Through my internship, it was my intent to, at least, reach or gain the following terminal skills:

1. Ability to list and discuss a range of common socio-economic problems intelligently and indicate their influence on the education of minority and low income students.

2. Ability to initiate and assist in drafting a proposal for establishing and administering a community service organization.

3. Ability to perform administrative and school/community tasks pertinent to involvement in a community service organization.

But, in the process of reaching the above mentioned goals, other conceptual and human-relation objectives were reached:
**Conceptual objectives:**

1. Acquiring increased knowledge and understanding of the nature of poverty and its effects upon social problems relative to the education of minority and low income students.

2. Planning and conducting in-service training courses to provide "know how" and methods for working with alienated youth.

3. Advising and working with the Learning Center's administrative staff to improve administrative procedures for more effective functioning.

These goals were reached through personal contact, interviews, observations and/or participation in workshops and meetings with parents and students in their homes, at the Center and in the schools; with tutors and staff in both an advisory and work capacity; with the Kalamazoo Public Schools, the PTA Council, the Teachers Union (KCEA) under the direction and at times, supervision of the director and/or his assistant.

**Human-Relations objectives:**

1. Providing methodologies for helping staff to better coordinate with each other in daily functions of the Center.

2. Providing explanation, examples and strategies for better Center, home and student cooperation.

3. Relating and coordinating the activities at the Center with other agencies and organizations within the City of Kalamazoo.

Under the direction of and with the aid of the business manager, I also observed and assisted in the preparation of reports related to the three (3) funding sources -- local, state and federal. Near the close of my internship I was involved in a survey and study of
present functions and services of the Center to report necessary changes, possible improvements, implementations and/or extensions relative to a continuing evaluation of the program.

Further and more specific details of my actual and daily experiences are related in the Log as found in Chapter IV of this paper.

As part of my learning experience, I found out that a para-school is not really a school in the sense of an "alternative" to the public school, but is supportive to the school system. Dr. Warfield explicitly states that, "Rather than alternative schools, what black, poor and other minority group children need is a set of alternative strategies for working productively in the Kalamazoo Public Schools."
The term "alternative strategies" with its definition uniquely related to the goals and objectives of the Center was new to me, and has since been added to my repertoire of terms and definitions.

I learned that alternative strategies relative to academics means the action of providing not only students, but the entire target community with a means of releasing energies and expanding the learning capacities. This is done at the Center, by tapping the community for high school and college students, parents, retired teachers, college professors, individuals from business, industry, the trades and arts to help with tutoring services. The Para-School has been instrumental in recruiting parents and other interested community people, students from Western Michigan University in the School of Social Work and the Work-Study Program; Kalamazoo College, Kalamazoo Valley Community College and Nazareth College to act as
outreach workers in the Kalamazoo Community.

Alternative strategies relative to discipline presupposes that community input, as well as that of the Local Education Agency (LEA) is vital in reference to the administering of discipline in the Kalamazoo Public Schools. Parents must be in a better position to rationally and reasonably determine whether students are being treated equitably in the area of discipline related to policies and procedures.

The ombudsman approach is used at the Center for the purpose of training and encouraging parents to use their own skills in resolving complaints and grievances. I have learned the imperativeness of establishing this strategy to foster the notion of accountability. It seems apparent to me, that if the parent or student is able to work within the school system, rather than always going outside of it to resolve mutual problems, they (parents and students) will eventually build up more trust and confidence in the school system, and gradually lose their personal feeling of separation and alienation. They can, thus, begin to view themselves as an integral part of the total educational process.

Through counseling and training at the Center, students are taught how to relate to a school administrator, a teacher, or a police officer without using abusive and offensive language. Parents through interviews, seminars or workshops are taught how to relate to the particular school, the school system as a whole, and how a given school operates in its role and function in a particular community.
Another important area in which students are trained is how to listen to another person with whom he or she is attempting to communicate. This phase of training, I think, is crucial, because in the Kalamazoo Public Schools, many students have been quick, in the past, to use profanity in attempting to justify their particular position. The use of profanity most often only offends school administrators and teachers and "turns them off" from listening to any rational or logical explanation for behavioral problems. Students must learn to develop and use alternative strategies — intercommunicative techniques in attempting to aggrieve the situation with which they are confronted.

Intra-personal techniques are also stressed at the Center. Parents and students are helped to develop skills necessary to understand and maturely channel their own inner feelings of frustration which often evolve from their low socio-economic depths of despair.

Inter and intra-personal communicative skills, I believe, will enable parents and students to become more secure and confident in relating to school personnel and in giving support to the schools. Thus, hopefully the intimidation felt by many parents and students, as well as their feeling of helplessness will decrease.

The WMU Para-School Learning Center, as I have experienced it, is an organization which offers a program constructed to mesh with the public schools, working closely with them in an attempt to relate to the problems of academics, counseling, home-school relations and school advocacy. Its main thrust is directed toward keeping students
in school while working for effective changes in school-teacher-pupil and parent relationships and for improved relevancy in the education process. This para-school facility has allowed students to continue with regular classroom work, while offering them assistance, not only in academic subjects, but with their problems of adjustment, as well.

A student having difficulty with math or reading works with tutors at the Center in these subjects while attending his other regular classes in the public school. If a student is suspended for nonadjustive behavior, the Center provides him a place to go, to keep up with his classwork while away from the school and to work with a counselor who deals with his behavior.

A large number of students in the Kalamazoo Public Schools are unable to cope with the desegregated school setting. Their inability to cope is expressed initially by:

1. lack of academic achievement
2. being a discipline problem in school and/or
3. withdrawing, avoiding attendance at school or by dropping out of school altogether.

Percentage-wise, poor, black and minority students in the Kalamazoo Public Schools, fall way down on the scale of performance and achievement, particularly in the areas of mathematics, reading and science, while they more often register high on the scale of failures, dropouts, truancy and suspensions.

Although, there are detailed procedures outlined for the suspension and expulsion of students in the Kalamazoo Public School Administrative Procedures Bulletin, Number 42, revised October 29, 1971,
there is apparently no clear rationale for suspension. In practice, it appears to be the removal of a student from the school, presumably for the good of the school. But, nowhere is the question of how suspension is to be a corrective measure designed to improve students' attitudes and behavior addressed. In fact, suspended students are usually not allowed to make up the academic work missed. The latent function of several suspensions, often given promiscuously and as the data indicates, disproportionately to students from minority groups, is to practically insure that students will fall further and further behind, and would seem to indicate the likelihood of their dropping out.

My choice of an internship at WMU Para-School Learning Center was influenced greatly by my interest and desire to learn how a project or program of this nature, really gets off the ground and becomes a reality. As a result of my personal contacts, interviews, readings, and experiences, I have learned that: 1) hard "nitty-gritty" work and long tedious hours must be employed in planning the design of such a program and 2) there must be the flow of sequential step-by-step procedures and activities. This conclusion was reinforced by the experience I had of learning the theory of and being involved in the task of flow-charting the processes and activities of the Center. This opportunity offered me tremendous insight into positive and meaningful organizational strategies. It impressed upon me the necessity of specifically detailing and planning an organization or program by spelling out in step-by-step fashion the ways and
means of reaching set goals. It was an experience in learning a
unique and somewhat computerized way to make things happen that one
wants to see happen. There must be a planned pattern of activities
to reach goals or values.

I learned that in any program, there is not only a service pro-
cess with technical or professional activities organized in some par-
ticular way, and a program process, but also a management process
that provides resources, labor, money, consumers, et cetera. The
management process, which may consist of a director and/or board,
interfaces with and reports to the community and fund raisers what is
going on within the organization.

Benefits derived from doing the hard, tedious work of flow-
charting activities of a program are many. Here are a few I learned:

1. It helps those who do it to become clear about what it
   is they are doing and provides them with a mechanism to
   check upon themselves and their activities.

2. It serves as a monitor to point out in a particular situ-
ation what the trouble is or where things are not working
   out.

3. It provides a supervisor with a way to help staff person-
   nel to think through what they are or are not doing in
   their work.

4. It helps you think about how you might want to change
   your program after you have evaluated it and aids you in
   spelling out how it is you are going to do it.

5. It helps management in convincing funding sources that
   the program is worthwhile.

Dr. William Burian, Professor, School of Social Work at Western
Michigan University conducted the workshop on flow-charting and I
wholeheartedly agree with him that:
1. The concern for evaluation of human service programs should be not only in the area of accountability to fund raisers and money sources, but also in the area of accountability to consumers or recipients.

2. For too long, we have been guilty of not being clear to people and not counting people in as to what we are doing.

3. We ought to be extremely clear as to what we are doing with and to the lives of people and be able to spell it out clearly.

As a result of my experiences in this program, I am of the opinion that the WMU Para-School Learning Center is well on its way in the development of positive, meaningful organizational strategies and activities which will maintain internal integrity in its service, program and management processes and insure individualization, accountability and responsiveness to its clients, supporters and funding sources.

The goals, which I set for myself, were achieved through direct contact and experiences gained in working very closely with and under the skillful, professional and educational guidance and leadership of the innovator and Director of WMU Para-School Learning Center, Dr. Charles C. Warfield, his staff, political and civic leaders, and other supportive agencies.

Interviews, meetings, readings, workshops, observations and participation afforded me new, distinctive and unique learning experiences quite different from previous ones which evolved from parochial classrooms and/or teacher-pupil-parent involvement. I cannot say that these new experiences changed my outlook or expectations of the administrative/organizational aspects of a leadership role, but I
must acknowledge that they did open doors, present new avenues and
broadened the horizon of these aspects. They tended also to deepen
my convictions that good leadership is progressive, energetic, inno-
vative and humanistic.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

My experiences in the internship program would lead me to recommend this approach to all who aspire to be truly effective administrators or directors of an educational or human service organization. Learning to do by doing should take precedence over learning to do by reading. It is my belief that candidates can learn skills necessary for top performance as an administrator or director far better from actual contact and involvement than from within the confines of a college classroom.

Field experience, reinforced by reading and research, enables the candidate to understand more thoroughly, the duties, responsibilities and accountability incumbent upon one who assumes a leadership role. To me, the internship is to an administrator what student-teaching is to a prospective teacher or what an apprenticeship is to one learning an art or trade.

It is my recommendation, based on my experience, that an internship be strongly proposed for all who aspire to administrative positions.

Paraphrasing an old saying, I recommend: "Go into the field, my son! Go into the field!"
CHAPTER IV

LOG

Monday, 1/8.--Introduction to WMU Para-School Learning Center staff members by the Director, Dr. Charles C. Warfield. Tourd the premises (remodeling not yet completed), and was briefed on some of the goals and functions of the Center.

Returned to the Director's office for preliminary discussion of the learning experiences in administrative processes and procedures in which I would be involved, either as a participator and/or observer.

After lunch, time was spent with the Center's Administrative Aide, Miss Sally Sturtevant. She gave me an overview of the initial procedures for admission of clients and the services offered to them.

Items given me to begin study by the director included: position descriptions of staff personnel, counselors, supervisors and the general observation of their duties and functions for better and improved administrative-staff, staff-student-parent and staff-student-tutor relationships.

Tuesday, 1/9.--Met again with administrative aide who gave more detailed explanation of the tutorial program regarding tutees, tutors, and follow-ups.

Interviewed Supervisor, Mrs. Bertha McNeal, who briefly explained her multiple duties as worker, supervisor and counselor. One readily senses that all staff members must be dedicated, flexible and willing
workers who give of themselves and their time without counting the cost.

Was assigned to begin reading the WMU Para-School Learning Center's Proposal based on the Emergency School Assistance Act (ESAA) and drawn up by the Director, Dr. Charles C. Warfield, assisted by the Assistant-Director, Mrs. Ozie Harbin and an Advisory Committee and submitted to the United States Department of Health, Education and Welfare for funding.

Wednesday, 1/10.—Met again with Supervisor, Mrs. McNeal who continued to brief me on use of forms familiar to the staff for intra and inter referrals of clients.

She gave me her file of staff meetings to peruse, with the hope they would be beneficial in helping me to assess the Center's "growing processes and sometimes, somewhat inadequate procedures" commonly experienced in all organizations in their initial stages of growth, along with suggested changes, demands and proposals for general improvements in the overall functioning of the Center.

Thursday, 1/11.—Interviewed the Assistant Director, Mrs. Ozie Harbin, who is also the Community Education Coordinator at the Center and heads up the School Advocacy Program.

She was most proficient and efficient in answering such questions as: What is a para-school? What are its goals and objectives? What is the historical and/or educational basis for its origin? How does it serve the community? How does the Center relate to the Local Education Association, Kalamazoo Public School System and vice versa?
Is WMU Para-School a replacement, substitution or an alternative for the public schools?

In the evening I accompanied the Community School Coordinator to the Parent-Teacher Meeting at Northeastern Junior High School, where Mrs. Harbin explained the functions of the Center. It was at this meeting that I met Dr. William Coats, Superintendent of Kalamazoo Public Schools. At this meeting, he reiterated and re-established his position on the Reading and Math Achievement Tests results, previously released by his office.

Friday, 1/12.—Observed and participated in staff meeting at the Center. The director insisted upon consistency, constancy and thoroughness on the part of the staff in performing their respective duties and keeping clear, concise and definitive records and up-to-date files.

I pointed out and we discussed some discrepancies between expected and actual behavior of students while in the Center during the hours of tutoring. Expressed necessity of establishing certain behavior criteria and enforcement.

Monday, 1/15.—Attended meeting between WMU Para-School staff and Kalamazoo Public School personnel in the KPS Administration Building. Observed the two agencies discussing the necessity of setting up a procedure of cooperation to insure a flow of information between the Center and the Kalamazoo Public Schools, dealing particularly with the administrators of Student Services and Curriculum.

Tuesday, 1/16.—Met with supervisors to discuss possible monitor-
ing of our limited materials. It was suggested that definite regulations be drawn up and followed regarding students and tutors obtaining materials, books, et cetera from the supply locker.

I also suggested that there should be some way of getting graded textbooks in Math, Reading and Science, and other supplemental books along with basic materials such as pencils, paper, rulers, et cetera. I find the lack of such materials a great handicap for both tutors and tutees.

Observed interview of director, staff and students for WKZO-TV.

Wednesday, 1/17. — I made suggestions that might improve method of securing, assigning and picking up tutors to eliminate confusion and waste of time during the rush hours of the evening when the tutoring load is very heavy. Worked with the administrative aide in the area of scheduling in the tutorial program.

A very important reality to be taken into consideration is that the Center is young, understaffed and experiencing "growing pains" on the one hand, while its load and responsibilities are increasing on the other.

Met with the director and assistant-director to map strategies — for making the Center and its services indissoluble.

Thursday, 1/18. — Discussed with the director the implications and significance of the Superintendent of Public Schools, Dr. William Coats' report and stance regarding the achievement level of black students in the Kalamazoo Public Schools.

It was noted that several possible reactions to the report might
be forthcoming: 1) Kids are culturally deprived; 2) Kids are innately stupid — (could be checked by running IQ Tests); 3) The Reading and Math Tests were not valid -- (that may be true, but Black Kids still can't read and do math); 4) It is the parent's fault -- accumulated environmental deficit. The book, *Blaming the Victim*, by William Ryan answers these claims very well.

Staff needs to talk to parents and others about the implications of the tests' results. WMU Para-School Learning Center now has data to emphasize and strengthen its existence and continued operation.

**Friday, 1/19.** --Met with staff members involved in counseling. Became acquainted with their program; methods of procedure; forms used for interviews and follow-ups and was introduced to their filing and reporting systems.

In the evening I became involved in checking out materials from the supply locker in order to try out a systematic procedure. It worked very well, but will require a person to assume fulltime responsibility during the hours of tutoring.

**Monday, 1/22.** --Met with supervisors and administrative aide to draw up some basic policies and helpful hints for tutors.

Attended the premiere showing of the film, "Sounder" jointly sponsored by the Center and the Northside Association for Educational Advancement to raise funds for scholarships for minority students.

**Tuesday, 1/23.**–Met again with supervisors and administrative aide to continue work on basic policies and helpful hints for tutors.

Made several home visits with staff worker and observed client-
contacts.

Attended the Northside Association for Educational Advancement meeting. Dr. Charles C. Warfield is also the president of this community service organization, which is a supportive agency for the Center.

**Wednesday, 1/24.**—Completed policies and helpful hints to tutors and submitted them to the director for approval.

Began working with staff to develop a revised set of goals and objectives for the Center.

Observed the video-taping by students from the WMU School of Social Work, of Mrs. Ozie Harbin in her role as Community Education Coordinator in the School Advocacy Program at the Center.

**Thursday, 1/25.**—Worked with assistant director, supervisors and other staff members to develop and complete revised set of goals and objectives to be submitted to the director for approval.

Interviewed the Business Manager, Mr. Jeff Howe, to become acquainted with his duties and responsibilities.

He briefly explained the State Client area of services as related to the Service Program at the Center: 1) Clients — referred or recruited; 2) Service-Plan forms, and 3) Client-Contact forms.

**Friday, 1/26.**—Continued interview with business manager regarding Client Service Plan which embraces: 1) brief history of client, 2) problem identification, 3) service goals, 4) services and priorities, 5) methods: descriptive basis of decision and frequency of contact.

This Service Plan is drawn up by the staff worker assigned by the
supervisor at the Center and must be submitted to the Kalamazoo County Branch of the Neighborhood Education Authority (NEA) within ninety days after Service Eligibility Clearance has been established with the NEA on the State level in Lansing, Michigan. The NEA in Lansing is a Division of the State Department of Education.

The first periodic Client Contact Record must be submitted to the County Social Services along with the Service Plan. This contact report includes: date, type or place of contact, persons contacted, purpose and what happened.

Plans were set up to accompany Mr. Jeff Howe, the Business Manager to Lansing for a meeting with NEA.

Monday, 1/29.—Meeting with NEA in Lansing. Purpose: Formulation of procedural policies and directives for filling out and submitting forms, in order to establish consistency within and between recipient service centers, in Oakland and Kalamazoo Counties.

Tuesday, 1/30.—Continued interview with business manager to obtain brief background on funding sources.

Local Level: Civic Fund and Kalamazoo Foundation. Both are outright grants awarded annually, it is hoped, and used as "seed" money to get the Center started and give it a chance to prove its worth.

State Level: The Neighborhood Education Authority. The Center is reimbursed for services rendered and based on the number of contacts made by staff-workers while working with people in need of services which will aid them to reach self-sufficiency.

Federal Level: Emergency Employment Act. The present staff mem-
bers were recruited and are salaried through this funding source.

Political maneuvering and "sale pitching" play a very important and vital role in making one's voice heard by the right people at the right time. The director has an abundant supply of insight, hindsight, foresight, vision and "know how" which serves him well in "making the right connections in the right directions when the time is ripe."

Wednesday, 1/31.—Accompanied Mrs. Ozie Harbin, Community Coordinator, representing the Center, Douglass Community Center, and the black community in general, to a meeting at Loy Norrix High School.

Mrs. Harbin is a member of the committee set up to make suggestions to teachers, school personnel and/or students for creating improved relationships between: 1) teachers and minority students and 2) minority and non-minority students.

This committee also serves to evaluate the effectiveness of programs now in existence for improving such relationships.

I found the meeting very instructional, beneficial and awarding. It gave me insight into what concerned administrators, school personnel, community leaders and students are doing to alleviate tensions and problems stemming from the desegregation of schools and to foster improved communication and relationships through knowledge and understanding.

Suggestions offered for school-staff involvement:

1. Self-defeating behavior workshops.

2. Introduction and reaction to "The Dialect of the Black American."
3. Introduction to "verbal and non-verbal" communication of minorities.

4. Introduction to a "multi-ethnic approach" in using materials and books in an integrated classroom.

5. Departmentally-oriented workshops in functional reading in the content areas — teacher reading in-service.


Suggestions for student involvement and avenues of participation:

1. Student grievance committee.

2. Dr. Coats' Advisory Committee.

3. Self-defeating behavior workshops and individual sessions — Counselors.

4. Individual conferences with students having attendance problems.

5. Change in mandatory suspension rule — Tardiness.

6. Suspension prone students referred by administrators to Student Services and Counselors in lieu of suspension.

7. Development of Youth Corps Volunteers.

8. Development of tutoring services.

**Thursday, 2/1.**—Worked with business manager to draw up forms that will facilitate collecting, requesting and reporting data requisite for periodic reports which must be made to state and local agencies.

Observed meeting of director, business manager with WMU's Para-School Grant Accountant to clear up and stabilize fund-using and fund-spending procedures and policies.

**Friday, 2/2.**—Met with assistant director to discuss the use of the drug, Ritalin, on students having behavioral problems in the Kala-
mazoo Public Schools.

Outgrowth of the discussion: assignment to contact Mr. Percy Clark, Director of Student Services, Kalamazoo Public Schools, to obtain information requested by Mrs. Harbin.

Monday, 2/5.—Met with the director who assigned me to set up an appointment with Mr. Jack Hamilton, Director of Elementary Education, Kalamazoo Public Schools, to make a specific follow-up on the suggestions developed in the January meeting — the development of a channel of communication and cooperation between the school system and the Learning Center.

Called and made appointment with: 1) Mr. Percy Clark, Director of Student Services — Meeting set for Monday, February 12, at ten o'clock in the morning, and 2) Mr. Jack Hamilton, Director of Elementary Education — Meeting set for Tuesday, February 13, at ten o'clock in the morning.

Met with the director and a representative from 3M Copy Products to discuss learning equipment.

Tuesday, 2/6.—Accompanied staff-worker, Mr. John Jones, to Flint, Michigan on an information-seeking assignment to Project CURE, a non-profit service organization, receiving private and federal funds to provide service and care in the rehabilitation of drug and alcohol addiction.

Project CURE is a program originated by active and inactive drug addicts, as well as concerned citizens, who believe that the principles of self-determination and communal effort can assist the addict
in becoming a productive citizen of our society.

During our interview with Mr. James Johnson, Director of the Flint Project, the activities, functions, services and utilization of resources for drug addiction, rehabilitation available in the metropolitan area were high-lighted and explored.

WMU Para-School Learning Center's present concern in drug education as a preventive and instructional tool lies in the way it relates to minority students and the way students in the target area relate to drugs — their use and abuse, since a high percentage of users and abusers is found in low-income minority groups.

Wednesday, 2/7. — Worked with the Community Education Coordinator on cases of School Advocacy:

Case #1: Student suspended for three days on the word of a student-teacher in Gym class. Student-teacher reported to principal that student had "cursed" him. Student was immediately suspended with no recourse.

We placed call to Mr. Percy Clark, Director of Student Services. He returned call and stated nothing could be done within the next two days and that we might have to let the discrepancies "ride" this time. The discrepancies lay in the fact that the student's parents were not notified by the school that suspension was in effect, nor was the student questioned or represented -- two rules or guidelines set up by the school itself.

Student was advised and counseled by us regarding his duties and obligations in cooperating with school personnel, and returned to
classes after assuring us he would comply.

Case #2: Student under suspension from regular classes had been recommended to enroll in Adult Education evening class for a semester. He had fulfilled this obligation and because of a noted change in behavior was recommended by the director of the evening classes to return to a daily schedule in his former school, but the principal and his assistants of said school refused to accept student, stating that he could not return until Fall '73. Student was denied admission and parents were not given any reasons.

We called the Superintendent of Kalamazoo Public Schools and asked him to intervene or we would have to initiate legal action to get student in school. The superintendent assigned his assistant to the case. The director of evening classes was again contacted and again recommended student to return to regular school setting, because he had fulfilled his obligations and his behavior was excellent.

_Thursday, 2/8._ Visited parent of student and accompanied mother and student to see assistant superintendent.

Stress was, again, placed on the fact that student would be required to work cooperatively with school personnel. It was suggested that student contact principal of said school and set up appointment to contact a counselor. Telephoned instruction given to the student was to await a call from the Dean of Students. Student was then instructed to come in and talk with an assigned counselor at 9:30 a.m. the next day.

We took student to said school, because parent was hospitalized.
and student had no means of transportation.

Student was left at school Counseling Center where counselor sent him to the office of an assistant principal. While in this office, another assistant principal approached student with words that spelled out the assistant principal's assumed task of personally policing student's every move, and if he (the student) dared to make one wrong move, he would be kicked out of school.

Upon hearing this, we wrote a letter to the assistant superintendent recounting what had happened and expressing our concern about lack of support and cooperation tinged with hostility on the part of school personnel. We asked him to, please, deal with this matter in his own way.

At the present time, student is doing well in school.

\textbf{Friday, 2/9.--Staff meeting.} Director insisted that procedural and policy type concerns be taken care of before the weekly staff meeting. From now on, staff meetings will deal with in-service projects.

It was noted that the Center did not get funds from Emergency School Assistance Act (ESAA) in Batch I of federal funding, but prospects are high for our inclusion in Batch II. The Kalamazoo Public Schools' proposal pulled the Center's prospects down. WMU Para-School scored high on quality of its proposal, but lost points because Kalamazoo Public Schools did not do what they had promised.

Suggested projects for individual staff-members to work out and implement:
1. Career Education
2. Parent Training
3. Communarama
4. Job Placements
5. Saturday Program for Pre-Schoolers

Monday, 2/12.—Accompanied by Supervisor, Mrs. Bertha McNeal, met with Mr. Percy Clark, Director of Student Services, Kalamazoo Public Schools regarding the use of the drug, Ritalin in the city schools.

Report of this meeting may be found in Appendix B of this paper.

Tuesday, 2/13.—Accompanied by administrative aide, met with Mr. Jack Hamilton, Director of Elementary Education, Kalamazoo Public Schools regarding channels of communication and cooperation between teachers and the Tutoring Program at the Center.

Report of this meeting may be found in Appendix B of this paper.

Wednesday, 2/14.—Met Mayor Gilbert Bradley of Kalamazoo who visited the Center and expressed his views on the necessity of services it offers. He urged that we guard against spreading our manpower too thin and embracing a load too extensive for us to handle effectively.

Met with the director and Mike Long, Director of Douglass Community Association's Mental Health Program to discuss possibility of working together and setting up a meeting between the two staffs. Date of meeting to be determined later.

Thursday, 2/15.—Accompanied the assistant director to an "A-political" meeting at the Y.W.C.A.
Ways and means of utilizing the strengths and forces of the Y's local, state and national boards to offset the likely dissolution of certain community service organizations in Kalamazoo were discussed. The resolution to seek help for these programs through Revenue Sharing Funds from the City Commissioners was formulated.

The meeting afforded us the opportunity to acquaint members with the Center and its services.

Friday, 2/16.-- Sought aid for student in Tutoring Program. Student displays critical need for professional and clinical input regarding his reading problem. Contacted Dr. Dorothy McGinnis at WMU's Reading Center and Clinic on campus, but was told of their long waiting list. Contacted Sister Ann Cryan, Director of the Reading Clinic at Nazareth College. Sister expressed her desire to help us in every possible way. Meeting will be set up in the near future.

Participated in regular staff meeting.

Monday, 2/19.-- Met with Dr. Charles C. Warfield and Dr. William Burian, Professor, WMU School of Social Work, to set up meeting with our staff for an in-service workshop in flow-charting the processes and procedures of the three programs at the Center -- Tutoring, Counseling and School Advocacy.

The meeting is scheduled for Thursday, February 22 in WMU Para-School Learning Center, 8:30 a.m. until noon. The Kalamazoo City Community Relations' staff will also participate in the workshop.

Tuesday, 2/20.-- Contacted possible donors of paper for the Center. Received favorable responses.
Observed meeting of our director, his assistant, parent of a suspended student, and the Director of Student Services, Kalamazoo Public Schools. Favorable outcomes of the meeting indicate cooperative and supportive services of the two agencies for parents and students in the target community.

**Wednesday, 2/21.**—Met with our director and Mrs. Ruth Mitchell, who works with the Juvenile Probate Court in the role of counselor for first offenders. She holds pre-hearing conferences to help the offender from accruing a criminal record.

Perhaps a channel through which information from Child Guidance, Juvenile Court and the Center can be shared and coordinated to that the efforts of these agencies can render maximum benefits for the clients in question.

Assigned by the director to initiate this procedure and work with the two supervisors in drawing up information request, and information transfer forms for inter communication between the three agencies.

Completed project of initiating and coordinating activities of our program with the school system through their offices of Student Services and Curriculum.

**Thursday, 2/22 and Friday, 2/23.**—Dr. William Burian, Professor, WMU School of Social Work met with us for an in-service workshop in flow-charting processes and procedures of services offered by the WMU Para-School Learning Center.

Staff members of the Kalamazoo Community Relations organization also participated.

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I was assigned by the director to work with the staff in this project.

**Monday, 2/26.**—Worked with staff members to arrange schedule of activities for the Center during WMU's Spring Break which will interrupt the regular tutorial program.

We also devised a new form for reporting daily confirmation of students for tutoring and more precise procedures for reporting follow-ups.

Contacted the Kalamazoo Public Schools' Director of Elementary Education to remind him of the Center's continued needs: books, desks, et cetera.

Worked with Dr. Warfield, the Director, and Mrs. Ozie Harbin, Assistant Director, in making changes in our ESAA Proposal Budget Section and Application, which will be submitted again to the U. S. Office of Education on Monday, March 5, 1973, for funding from Batch II, with funds to be received and project activities to start as of July first.

These changes were sent to the Community ESAA Advisory Committee for approval or disapproval.

**Tuesday, 2/27.**—Met with supervisors to agree upon time and date we could meet to work on request and information getting forms that might be useful in coordinating data for and from inter and intra sources.

Submitted list of suggested items for forms and asked supervisors to be ready with other suggestions on Thursday, March 2, 1973.
Attended meeting of the Northside Association for Educational Advancement which resolved upon their position in seeking "quality education" for minority students as the ultimate end of their concern about school integration.

Wednesday, 2/28 -- Friday, 3/2. -- Under the direction of the Dr. Charles C. Warfield and the guidance of Dr. William Burian who made himself available for a block of time each day, we spent long hours trying to map out the processes and procedures of our three programs.

The struggle to spell out organizational processes and procedures into a flowing unified whole consumed three days of hard tedious work.

Time and effort spent in this endeavor are already beginning to pay off operationally and organizationally.

Monday, 3/5. -- Met with the director and all staff members. Senator Anthony Stamm and Representatives Howard Wolpe of District 46 and Jack Welborn of District 47 were our guests.

The role, functions, goals and objectives of WMU Para-School Learning Center were explained by Dr. Warfield. He indicated the rising number of our clients, now approximately 360, and the prospective areas of extended interests and expansion: Pre-Schoolers, Drugs, Careers, Experiences (travels), et cetera. The director stressed our present needs, particularly that vital need for funds.

After pointing out their interest, concern and approval of our efforts, our visitors expressed their willingness to use their political "know how" to influence the faster flow of funds. They also sug-
gested possible State funding agencies we might want to contact:
1) Law Enforcement Agency (LEA), 2) Mental Health, 3) Drug Education.

Called Mrs. Ruth Mitchell, Juvenile Court, to set up meeting to synthesize client data with the possibility of coordinating services and benefits of the two agencies.

Tuesday, 3/6.—Worked with supervisor to revise the Intake Form so it would provide and document significant data for files and reports.

We later attended Dr. Burian's class in Flow Charting a Program held on campus in Sangren Hall. His lecture detailed and reinforced information gathered in the workshop last week.

The director expressed the possibility of the Center having the use of a computer and making a bid for part of the "action" in Kalamazoo City Revenue Sharing.

Wednesday, 3/7.—Accompanied the business manager to Lansing, Michigan to attend The Neighborhood Education Authority meeting. Purpose of the meeting was to clarify contract requirements, objectives, and procedural matters for all parties involved in contracts between H. E. W. and NEA.

We (WMU Para-School Learning Center) are operating under a sub-contract since our staff is not employed by NEA.

Proper accounting mechanics were never developed for the flow of money from H. E. W. back to NEA. Because of political reasons, as well as legal reasons, we at WMU Para-School cannot expect to receive any money from the State until early April.
New eligibility requirements are being developed to help broaden the spectrum of recipients of this funding program.

A new contract will be drawn up and approved probably within the next three weeks. A similar agreement with a few minor modifications will be written to serve as a sub-contract with Western Michigan University.

WMU Para-School should expect to receive its first check in April, retroactive payment for services rendered since August, 1972.

Thursday, 3/8.—Submitted revised Intake Form to the director who made a few minor changes in items and design and stamped it with his approval for printing.

Called Dr. Ray O. Creager, Director of Child Guidance Clinic, to set up a meeting with our staff on Friday, March 23, 1973 from 8:30 to 9:30 a.m. His lecture will relate to the drug, Ritalin and its recommended use for students in the Kalamazoo Public Schools.

Observed meeting of the assistant director in her role as "ombudsman" with a Kalamazoo Public School teacher regarding the discrepancies in the attitude and unfair dealings of a principal with minority students as opposed to his dealings with non-minority students guilty of similar infractions.

It was also pointed out that this same principal is covertly attempting to interfere with federal guidelines by trying to cut off Black Literature classes in order to reduce what he terms, "negative input."

Friday, 3/9.—Final day of internship. Put final touches on pro-
jects I had been working on and turned all my reports over to the
director.

Spent some time discussing the internship with Dr. Warfield.

I expressed my interest and concern in WMU Para-School Learning Cen-
ter and my desire to continue working with him and his staff after
the semester is over.
BIBLIOGRAPHY


Internship Proposal

Submitted by

Sister Providentia Pollard
January 3, 1973

revised
Experiential Institution

The WMU Para-School Learning Center, a human service organization in its initial stages of developing technical service activity in Counseling, Tutoring and School Advocacy with a director, a nine member staff and a client population of approximately 250, at the time of the internship will provide a nine week experience from January 8 to March 9, 1973. The nine weeks will occur within the winter school term at Western Michigan University.

Supervision

The supervision of my activities will be directly under the Director of the Center, Dr. Charles C. Warfield. In addition, he will assign me to work with such personnel as necessary in order to gain the experience which I determine will be most meaningful in this internship. Overall supervision was assigned to Dr. James A. Davenport, Coordinator of Internships in the Department of Educational Leadership.

Time Factor

As a recipient of a Graduate Assistantship, I propose to carry on a flexible program on campus in the Financial Aid Office, working as an apprentice in the Grant-in-Aid Program, at least twenty hours per week. The time spent working in the internship at WMU Para-School Learning Center will be no less than twenty-eight to thirty hours per week.

Rationale for Selection of Experiences

Since I am interested in gaining experience in the directorship of a Community Service Organization, it is incumbent that I avail myself
of as many experiences and contacts relating to the role, procedures and problems of a Community Service Organization administrator and the planning and establishing of such a center or program, as possible. I will have the opportunity for a diverse range of experiences with the director of the center, other administrative personnel, staff members, tutors, parents, students, school and other public agencies, and will become involved more intimately with the administrative tasks of the director.

I seek the following skills in my internship program:

**Conceptual Skills**

Acquire an increased understanding of the nature of poverty and its effects upon social problems relative to the education of minority and low-income students.

Be responsible for in-service training of the Para-School Learning Center in the areas of how to work with and the methodologies for working with alienated youth.

Formulate and gather materials relative to applications that would be submitted for funding to state and federal agencies.

Be responsible for advising and working with the administrative staff at the Learning Center, relative to better administrative procedures that might be used for more efficient functioning.

**Human Skills**

Provide methodologies for helping staff to better coordinate with each other in the daily functions of the Learning Center.

Provide explanation and examples and strategies for better Center,
home and student cooperation.

Be provided with experiences in relating and coordinating the activities at the Center with other agencies and organizations within the City of Kalamazoo.

Technical Skills

Acquire knowledge necessary to perform the physical duties required in the maintenance of the Center relative to the three (3) funding sources which support the program.

Survey the recipients of the Center's services to help the Director in a continuing evaluation of the program.

Terminal Skills

Be able to list and discuss a range of common socio-economic problems intelligently and indicate their influence on the education of minority and low-income students.

Be able to perform administrative and school/community tasks pertinent to involvement in a Community Service Organization.

Be able to initiate and assist in drafting a proposal for establishing and administering a Community Service Organization.

Activity and Project Involvement

I will, during the course of my internship be exposed to the following experiences:

Work with staff members in various areas: visit homes, attend and/or conduct meetings with parents and/or students; observe and make contacts with a range of socio-economic problems and their influence on the education of minority and low-income students.
Work with the Director in planning and conducting workshop programs and in-service training courses which will provide for tutor-staff personnel and guidance counselors, skills requisite in their supportive academic tutoring of students in the target community (Census Tracts 1 - 5 of the City of Kalamazoo) and in their counseling of students with behavioral problems which interfere with their academic performance.

Work with the Director, and use my skill, expertise and experience in making recommendations and selections of relevant materials, supplies and equipment for the Center, and gather other data relative to applications to be submitted to state and federal agencies for funding.

In an advisory and work capacity, join the administrative staff of the Center in situations involving functional administrative procedures and attend administrative and staff meetings, PTA meetings and other meetings which pertain to the Center's operation and public relations.

Under the direction of the Director, and with the assistance of the Assistant Director, observe each staff member and discuss with him the nature of his duties and problems encountered in performing them. I hope to offer help and suggest new methods of approach to improve and coordinate staff relations and stimulate Center, home and student cooperation.

Accompany Center administrative personnel in the course of their work with such agencies and organizations as: Kalamazoo Public School
System, KCEA(Teachers Union), PTA Council, et cetera.

Under the direction of the Director and with the aid of the Business Manager, observe and assist in the preparation of reports related to the three (3) funding sources which support the Center's program.

Under the direction of the Director, and with the assistance of the Assistant Director, observe, study and survey present functions and services of the Center and report necessary changes, possible improvements and implementations and/or extensions, as well as provide information for continued evaluation of the program.
TO: Ozie Harbin, Assistant Director, Para-School Learning Center

FROM: Sister Providentia and Bertha McNeal

DATE: February 12, 1973

RE: Resume of meeting with Percy Clark, Director of Student Services, Kalamazoo Public Schools.

Statistics and use of Ritalin in the Kalamazoo Public Schools

In answer to the question on statistics, Mr. Clark answered that he had no specific numbers as to schools and students involved in its use, but directed us to the Child Guidance Clinic, particularly to Dr. Creager who would be able to give us this data.

The next question referred to the behavior criteria for recommendation of its use. Mr. Clark explained to us that recommendation for the use of the drug can and should be given only by a licensed physician after proper diagnostic channels have been processed.

Proper procedure would begin with the teacher's referral of a student with a behavioral problem to the principal. After consultation between the principal and teacher, the parent is called in and a referral is made to the Child Guidance Clinic. To prevent indefinite suspension of the child because of his behavior problem, the psychologist at the clinic may prescribe Ritalin medication as a short-range solution.

The next question raised at this time was: "What type of child behavior prompted the teacher and principal to reach the decision that the child should be referred to the Child Guidance Clinic?"

Mr. Clark stated that many referrals were made because teacher and principal cited problems as "intolerable" and either did not know how to or want to deal or cope with behavior, which did not meet or coincide with white "middle-class" standards. He agreed that the Child Guidance Clinic, was perhaps often used as a "cop-out" or temporary extinction of "the problem."

But, basically, this is not the purpose of the clinic which is now faced with an overload of students. When asked if the Center could deal with some of these students, Mr. Clark cautioned that if we did deal successfully with students of this type, we too, may soon become the "dumping lot" for many of the schools' problems.

In order to correct some "mis-information" of teachers regarding Ritalin, Mr. Clark stated, that the Student Services Department had sponsored several in-service training workshops "On the Effects of Ritalin," conducted by Dr. Margolis. Mr. Clark also recommended Mr. John Vincent as a resource person if we are unable to engage Dr. Margolis.
as a lecturer for the staff at the Center. When asked about his knowledge of ill or side-effects caused by the drug, Mr. Clark mentioned "increased restlessness" or "sleepiness" and referred to the case of Kevin Carter, a client at the Center. In his case, results were attributed to the fault of the druggist or pharmacist in filling the prescription.

In passing, we also spoke about E.M.H. (Educable Mentally Handicapped) and School Adjustment Programs, both of which did not involve the use of Ritalin.

When asked if there was an age or grade limit in the use of the medication, Mr. Clark said that he has no knowledge of its use with older children in the high or junior high schools, but, again referred us to contact the Child Guidance Clinic to obtain brochures that would give us detailed and specific information on the use of Ritalin.
TO: Dr. Charles C. Warfield, Director, Para-School Learning Center
FROM: Sister Providentia Pollard
DATE: February 13, 1973
RE: Meeting with Mr. Jack Hamilton, Director of Elementary Education, Kalamazoo Public Schools in the KPS Administration Building.

Mr. Hamilton welcomed us into his office about 10:10 a.m. He apologized for having kept us waiting and stated that he had tried to contact Sister Providentia at Western Michigan University Reading Clinic on campus in order to transfer the meeting to another day, because a conflict of meetings had appeared on his calendar. Not being able to make connections with Sister at the Reading Clinic, he called Nazareth College, again with no success.

Sister Providentia established her identity and status at the university and with WMU Para-School Learning Center. She then proceeded to express reasons for having made the appointment, indicating that Sally Sturtevant had some questions concerning possible cooperative services which could be set up between the Center and the school system, particularly between the tutoring program at the Center and the classroom teachers.

Answers to these questions would supply teachers and the Center with information needed for better coordination of services rendered. The Center, she said, needs teacher input and cooperation.

In response, Mr. Hamilton referred to the meeting held on January 12 during which he had suggested the method of dealing with the transfer of needed information between teachers and the Center, his office and that of Student Services would be the channels.

To facilitate matters, Mr. Hamilton requested that the following data regarding students tutored at the Center be submitted to his office, as soon as possible:

   Name of School --
   Name of Student --
   Name of Teacher(s) --
   Grade --

After receiving this information, Mr. Hamilton will contact principals and Instruction Specialists in the various schools urging full cooperation and communication with the Center, staff/tutor personnel.

Mr. Hamilton suggested that it would be well to have a representative from the Center meet with the Instruction Specialists at one of their monthly meeting to acquaint them with the functions of the Center.
"How are you set up equipment-wise?" The question, no doubt, Sister had been waiting for. We need: student texts, paper, pencils, tablets, and other consumable materials.

She asked about copies of unrevised editions of reading and math textbooks no longer used by the schools, but which could serve as supplementary material in the Center. Sister, also asked about single copies of books sent in by publishing companies which could be used in a library setting in the Center.

What about small tables or desks we can use to conserve space in the tutoring quarters? To Mr. Hamilton's question, if we had cubicals or stalls in which tutoring is done, we expressed our desire for such accommodations but our lack of funds to acquire them at this time. Mr. Hamilton responded to our expressed needs by:

1. Giving us the names of prospective donors of paper.

2. Stating that he would prune his collection of books in the office and at home and send some books to the Center. He also promised to pass the word along to friends.

3. Seeing what he could do about getting us some arm-chair desks.

4. Trying to interest a publishing company which distributes workbooks, worksheets and other consumable materials in math and reading to leave sample copies at the Center.

5. Suggesting the name of a retired teacher, who might be willing to assist us with tutors through her Retired Teachers Group.

The meeting was very profitable and pleasant. We left with very positive feelings of a mission well-accomplished.